

Pittsfield Public Schools

Superintendent Search

Online Survey Responses and Forum Feedback

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To: Pittsfield Preliminary Search Committee
Pittsfield School Committee

From: Glenn Koocher, MASC Executive Director
Liz Lafond, MASC Field Director

Subject: Feedback Summary and Online Survey Responses

Date: February 13, 2021

We conducted a series of eleven virtual focus group sessions for a cross section of stakeholders, including two sessions for students (middle school and high school), support staff, two sessions for teachers (elementary/middle school and high school), principals and assistant principals, central office, two parent sessions, including one for special education parents, community, and business focus groups.

Below is a summary of emerging themes from both the online survey responses and virtual focus groups. I am also attaching information from the online survey.

- Appreciation for the diversity of the district, and interest in the pursuit of diversity, equity and inclusion in curriculum, programming, staffing and professional development opportunities
- Teacher retention and recruitment of a diverse educator work force
- Communication and collaboration at the district level, across the schools, with the community and with area businesses.
 - Across the board, folks talked about connections among all stakeholders.
- There is interest in building and promoting Pittsfield PS as a place where families want their children to attend school, including programming for the arts, rigorous academic programming, career technical education, and programming for the diverse learners in the district.

Pittsfield students want work to continue on diversity, equity and inclusion initiatives for staff and that DEI be reflected in the curriculum, and to keep the schools connected and working together.

As a concern, discipline policies were noted in terms of keeping an eye on the suspension data and focusing on restorative practices. Investment in school devices/tools is a need.

Pittsfield parents appreciate the diversity in the district and the appreciation of that diversity by the district. Comments indicate positive support for continuing arts programming, along

with strong, wide-ranging academic offerings, including continuing and building upon the career/tech offerings at Taconic. Looking at the schools and the work ahead through an equity lens. Curriculum updating and revision that includes diversity that reflects the population. Keeping special education students in-district by providing necessary programming.

Parents want to see continued and improved communication with families and with the community in general. The need for the superintendent to connect with local businesses and connect those businesses with the schools was a highlight, especially with Taconic.

Retaining good teachers as a strength and as a need.

Challenges noted were teacher quality and student-focused teaching that sparks joy and curiosity for all student. Cultural proficiency beyond race/ethnicity, to focus on poverty, trauma, students with different needs and providing materials that reflect the diversity in the schools. Meeting the needs of, and providing supports for, a diverse student population was a highlight. Marketing and PR around programming, specialties, and PPS in general was noted. Equity of funding, materials, devices, and educational opportunities across the schools is essential. A new and fresh focus on middle school programming.

COVID anxiety was expressed, including possible student slide educationally and in terms of social emotional engagement.

While there was low turnout in the *virtual parent focus groups*, we did hear that parents were looking at new and exciting programming starting with the youngest students to attract students at young ages and keeping those students in the district. Dual language programming would be exciting for students and for families in Pittsfield

Pittsfield teachers want to have strong communication and collaboration with administration, school staff and the community. “Community building” in schools and across the district so that teaching and learning is strong and consistent no matter which school children attend.

PPS has a lot to offer students, especially at HS level. PR and marketing to keep students in-district.

Continuing strong programming in the arts and academic areas, including career/tech programming and looking at new ways to engage students who need an experience that is different from the traditional school programming to become and stay engaged.

Challenges expressed by teachers include teacher recruitment and retention, growing teacher leaders from within, and creating a culture of satisfaction. Educator growth and satisfaction is a highlight from both in person and online feedback by both teachers and administrators. Student retention is also an issue, with students leaving PPS to choice into surrounding districts.

A superintendent is needed who can be the face of the district and engender confidence and support from all stakeholders. It's important for families and community to feel valued and connected to the schools.

Students of all backgrounds and levels of need must be a priority. Appropriate supports for students of all need levels and backgrounds must be identified and implemented.

Support staff reflect on compensation and acknowledgement of the work that support staff (paraprofessionals) provide in the classroom / for students. Support staff are often also community members families count on the support and connections. COVID anxiety was also expressed by support staff.

Administrators are looking for someone who will focus on student needs and to assist staff with induction / professional development related to curriculum / programs. Special education populations need specific supports to thrive educationally.

In virtual focus groups, administrators talked about the need for more and better cross district collaboration. What's happening in schools can vary widely. There is a need for consistency across the schools.

Administrators would like to see a focus on developing people from within the district, i.e. focus on developing school leaders from within. Professional development needs of and for staff was also highlighted

Business Community want someone who will be a good communicator and collaborator both in and across the schools and with the business community. Someone who will work with businesses to strengthen creation of existing and new pathways for students to the work force.

Continued communication and collaboration with all stakeholders to strengthen opportunities to provide supports to children to develop and build upon programming for the whole child, with a focus on providing support for underserved and high need students.

Challenges expressed by business community include budgets/funding as a need. The need to invest in the schools and facilities was noted. Relationships with business and community stakeholders is essential. Collaborative leadership practices are needed. Facilities/buildings are in need of attention.

In virtual focus groups business leaders wanted to continue to be connected to and involved with the schools. The right leader could facilitate businesses providing support the schools in a variety of ways.

Vocational programming was also a focus of the discussion. Programming at Taconic should be a focus. This school has the potential to be a region-wide draw. There was high praise for Taconic and desire to do more.

Pittsfield Residents want a leader who will work to lift all students to reach their full potential, one who will embrace diversity, including recruitment/retention of a diverse workforce/educators. Collaboration with and among teachers, administrators, and business community as well as excellent communication to all stakeholders was mentioned by residents as well.

Challenges include effective utilization of limited resources and a need for collaborative leadership. A diverse population and accompanying challenges needs to be a focus. Engagement with community/residents was noted as a need. Teacher retention was again highlighted as a concern for residents of Pittsfield.

Recent Grads (1) mentioned the culture and excitement in the schools and how highlighting and supporting that culture (across the district and community) could have significant, positive impact.

Pittsfield Focus Group Sessions – held via Zoom

Information was shared out by principals to their school communities, including all staff, students, and parents. Information on the community sessions was shared via email with a number of community partners, including 1Berkshire, Downtown Pittsfield, Pittsfield Coop, Pittsfield Council on Aging and others. The Focus Group information was also posted on the Pittsfield Public Schools website on the Superintendent Search page.

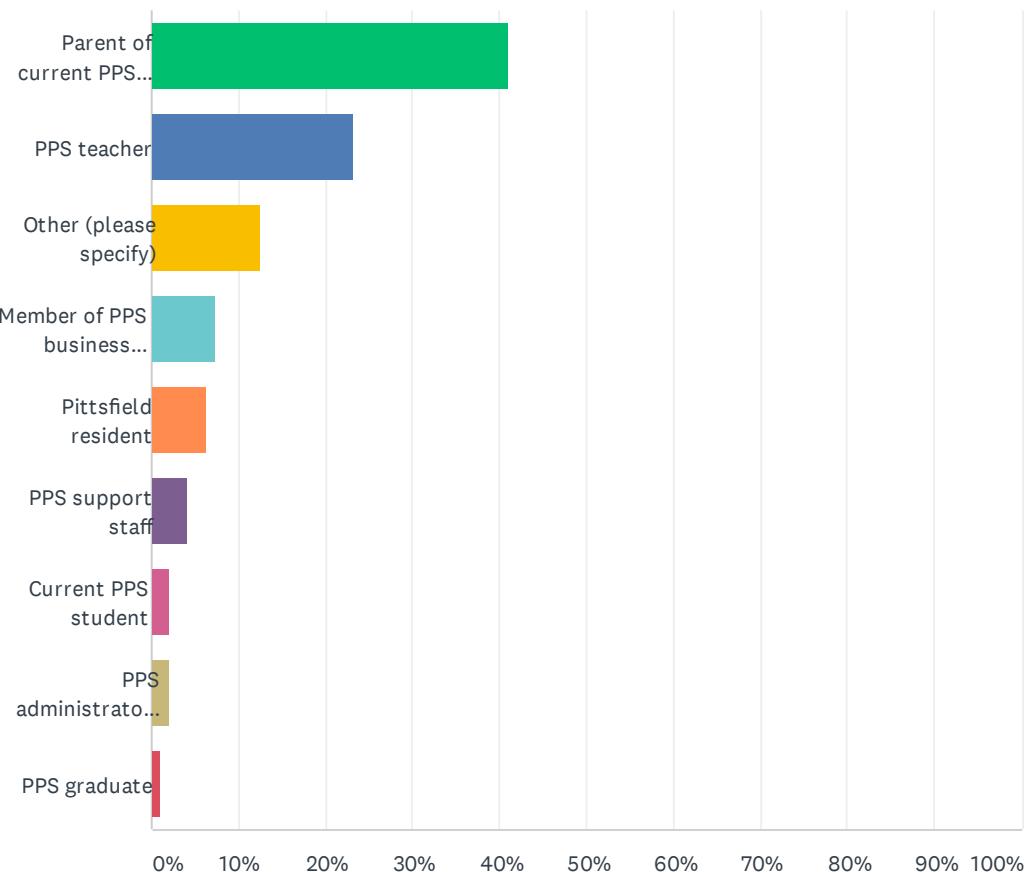
The dates and times of the focus group sessions are included below.

Pittsfield Focus Groups - Schedule

1. Tuesday, January 12 - 3:30-4:30 Principals and APs
2. Wednesday, January 13 - 3:00-4:00
middle school students
3. Thursday, January 14 - 3:00-4:00
High School Students
4. Tuesday, January 19 – 1:00-2:00
Community Session (including senior center)
5. Wednesday, January 20 1:00-2:00
Support Staff
6. January 20, 3:00-4:00
High School Teachers
7. Thursday, January 21 5:00-6:00
Community Session to include business community invites
8. Tuesday, January 26 4:00-5:00
Elementary & Middle School Teachers
9. Wednesday, January 27 - Parents 5:00-6:00
Parents *with interpretation provided by district
10. Thursday, January 28 - 5:30-6:30
Special Education Parents *with interpretation provided by district

Q1 The Pittsfield School Committee invites you to complete the following survey to assist in identifying the the most important criteria for selecting the next Superintendent of Schools. Your feedback is valuable and appreciated. Please tell us a little about yourself by selecting the category that best describes you.

Answered: 95 Skipped: 2



PITTSFIELD PUBLIC SCHOOLS SUPERINTENDENT SEARCH SURVEY

ANSWER CHOICES	RESPONSES	
Parent of current PPS student(s)	41.05%	39
PPS teacher	23.16%	22
Other (please specify)	12.63%	12
Member of PPS business community	7.37%	7
Pittsfield resident	6.32%	6
PPS support staff	4.21%	4
Current PPS student	2.11%	2
PPS administrator or manager	2.11%	2
PPS graduate	1.05%	1
TOTAL		95

Pittsfield Online Survey

What do you see as the main strengths of the PPS that a new superintendent would need to preserve and build upon?

Current PPS Student (2 comments)	Work toward diversity, equity, and inclusive initiatives among staff and reflected in the curriculum and resources for students.
	Keeping the schools Pittsfield connected, and working together.
Current PPS Parent (45 comments)	Wide range of opportunity. Leadership, demand kids go back to school (it's borderline criminal that these kids are not back in school!); not afraid of teacher's union
	A superintendent should focus on the student as a whole - with emphasis on offering strong opportunities in the arts - orchestra, band, theater, chorus, art - as well as nurturing the wellbeing and academic achievement that have all been strengths of Pittsfield Public Schools. Strong and diverse AP offerings make Pittsfield stand out as well as opportunities to learn a trade at Taconic. A superintendent should inspire faculty and students to find the joy in learning, by providing whatever support is needed so that each student can develop his or her strengths to their highest potential. Dr McCandless was the epitome of all of this; his shoes will be difficult to fill, but if PPS could find someone with many of his attributes and his caring, optimistic spirit, our schools would be well served!
	A dedicated faculty of teachers and support staff that care deeply about the education, safety and welfare of their students. Teachers and support staff work to help their students in all aspects of their lives. The teachers and support staff often provide much needed outside community resources to assist students and their families.
	More help for our Special Education Students. Better communication with parents, teachers and their aids. Better listening by school staff when their students say they are being physically and verbally abused by staff in their classrooms.
	Consistent & clear communication, opportunities for input/collaboration, flexibility, and experience working and/or having children in the PPS.
	Diversity, dedicated staff
	Schools are filled with diversity, which the district appreciates, recognizes, and embodies. This needs to be maintained and increased.

	Giving back to the community and strengthen the city outreach.
	Taconic High is beautiful and the Voc Tech program is outstanding
	Strong academic and extra-curricular offerings, excellent skills dealing with the public, more of people person than a techie person, someone who can deal with diverse population.
	The main strength of the Pittsfield Public Schools is their Vocational Technical programs and the strength of their connections into industry for their students. I would hope a new superintendent would have the ability to connect with companies that can foster the futures of young people through a community of professionals and educators committed to providing opportunities and skills for the growth and betterment of all.
	The next superintendent would need to build upon the diverse programming and options we offer to students and improve it. They should focus our schools more at the secondary level to meet student needs and interests.
	Feeling of community, togetherness and our strength to tackle any and all challenges.
	Community and strong teachers (when they are in the classroom). Retaining them.
	Communication outreach to parents. It's imperative to maintain updates and news regarding our children & their education.
	Excellent facilities and staff
	Unfortunately over the past year; I cannot name one strength of the PPS.
	Communications during covid & before has been strong. Keeping that up will be important.
	The community and maintaining its teachers
	I appreciate the level of transparency there has been. Nothing is ever sugar coated and that's how it should be. Honesty
	Flexibility in dealing with a wide variety of family circumstances.
	Diversity for all races and abilities
	Intelligence
	Remote learning
	I am currently pleased esp. the handling of Covid response and changes as well as how supportive PPs has been while conquering academic , emotional and financial challenges

	Broad options to increase specific knowledge as students prefer, such as the technical tracks, foreign languages, specialties/concentrations that go along with them (business for example at PHS)
	Community based schools. A new Superintendent would need to understand the Pittsfield community.
	Strong communication between home and school
	Student first driven.
	Variety of classes and levels in high school
	Humanity. Treat teachers like the professionals they are. Give them some slack to be creative and independent from a standardized box. Take the mechanization and robotics out of teaching so teachers can nurture each student optimally.
	One of my biggest pushes for PPS is a true force on equity for our students and staff. I believe that a superintendent needs to have an equity lens in every decision that is being made.
	Equality, rigorous education, diversity, classes for all levels of learning abilities
	A close community. Parent involvement.
	Music, high level programming such as APs, diversity of student body, educating disabled students within our system rather than sending them out,
	Good intentions in general, growing responsiveness to parent and student concerns, strong programming at the elementary and high school level
	Teachers
	I truly believe there needs to be more power from the building principal as opposed to top down. Our principal has been great but it is conspicuous that her hands are tied in many areas.
	Proven Growth Potential, Quality Leadership Direction
	Building rigor in ALL levels of education with perspective of a more diverse curriculum that is reflective of our student population.
	Community connection
	the ability to prepare the students of Pittsfield for life after high school.
	Technical education
	Nothing! I see our brightest students going to other schools including Dalton and Lenox.

	Rebuild from the ground up- the system is wracked with internal politics and the cost has been the horribly inept education our students are receiving. Additionally, so much time is spent taking care of the problem students that the kids who really wish to learn are left behind. No one is willing to take responsibility. The curriculum is horrible and dated. The Administration and are as much to blame as is the School Committee.
PPS Teachers (17 responses)	<p>1. The recognition that all content disciplines are important.</p> <p>2. Positive communication with staff and community</p> <p>3. Ability to think outside the box and look and new innovative ways to move the school district forward, for example a new, widened class day schedule for the high schools to give students the ability to choose more classes during more hours during the day while maintaining a 5-6 period teaching time for staff.</p>
	Focus on equity and diversity.
	The relationships between students and school department employees. Without clubs and sports, and unstructured time together, school is a lot less fun and relationship building is much more difficult.
	Dedicated teachers and support staff that go above and beyond for their students.
	The district has dedicated teachers that work well beyond the contract hours to support students, and in my experience they form a community within each building to support each other as fellow educators. This sense of community is essential to make educators feel appreciated and supported. The district also has a lot to offer that other surrounding districts don't have, especially at the high school level such as a vocational program and a large selection of AP courses.
	dedicated, collaborative, professional staff - serves a diverse population equitably - feeling of community and connectedness (students, families, staff) - strong relationships with community partners and positive voice in community happenings - consistency in the quality and content of the learning experience of students no matter which school they attend - diversity and breadth of programming options for secondary students
	Dedicated staff the does its very best even under trying circumstances.
	8 Strengths are compassion, flexibility, experience as a classroom teacher as well as an administrator, the ability to remain calm and not take issues personally.

	The divergent paths Taconic and PHS are taking to distinguish themselves from each other.
	The arts and an array of courses offered in all subjects
	Small class sizes. Understands that SEL is important and our students need more support. Provides training to teachers on working with students in trauma.
	There is a large network of hard working, intelligent, compassionate staff in the Pittsfield Public Schools, value and encourage them.
	Support of locally business to grow jobs, the community, and parents Relationships by supporting PPS CTE programs and create positive view in grades K-12
	The CTE programs
	Many educational opportunities for students who do not learn in typical ways
	There are many strong teachers who the new superintendent will need to work to keep here in the district.
Support Staff (3 responses)	Great support staff
	Our schools are deeply connected to their local communities and neighborhoods. Most staff have a strong commitment to serving our students and are able to adapt to change quickly and commit energy and effort to frequent changes in programs and policies. Superb teamwork in many schools. Families appreciate and rely on schools as a community hub for resources and support. Students who truly are the future for our state and nation and who deserve the best education we can possibly provide.
	People oriented vs work oriented. Support paraprofessional in pay increases to minimum wage so we don't have to work multiple jobs to make ends meet. Lastly, allow paraprofessionals to be salaried vs hourly.
Administrators (2 responses)	A deep understanding how large organizations works and someone who understands student needs.
	Curriculum Process Induction Programs
Pittsfield residents (6 responses)	Helping ALL students reach their full potential Embracing diversity Teacher recruitment/retention
	The individual needs to be qualified; PHD, Doctor of Psychology wouldn't hurt, proven history of successful leadership, positive track record throughout career.

	Diversity of population served and student base
	Collaborations that are positive with teachers, administration and the business community. Must continue to be an excellent communicator to all stakeholders
	Career and technical career center.
	Quality and the need for trades people for the future.
Business Community (7 responses)	High quality Career Pathway and career readiness opportunities that align with industry skill sets and accessible to all students
	Don't know enough about what's needed.
	I believe the Pittsfield district needs to stay on course with continuous improvement of programs, teachers and safety. This must be in line with the direction of the board, city administration, and parent/student body.
	building and keeping the trade programs for children
	Vocational programming at Taconic and college prep PHS
	Serving the whole child. Funding enough in school counselors to address the needs of children, especially in the most vulnerable and underserved parts of the community. Continued collaboration with community stakeholders and city policymakers.
	Positive and respectful relationship with teachers, staff, school committee, ability to communicate with students and community, calm demeanor, effective decision maker
Recent Graduates (1 response)	PPS has a lot of building specific culture and excitement. That energy is directed at students and creates a positive school climate feedback loop. Supporting and highlighting those wins could have outsized impacts.

What do you believe are the main challenges facing the Pittsfield Public Schools that a new superintendent will need to address?

Current PPS Students	I would want the new superintendent to keep an on the disciplining policies. While there is an effort to focus on restorative justice, there is still an untoward penchant to invoke suspensions. Suspensions should not be doled out that easy.
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	Finances and updating some of the school's appliances.
Current PPS Parents	Quality of teachers and trying to achieve what's best for the students.
	Teacher's Union, current mayor, current police chief
	The main challenges a superintendent would need to address is a system that can dampen natural curiosity and joy of learning, sometimes due to outside influences such as poverty, weariness, lack of motivation, depression & anxiety, lack of opportunity, lack of role models & encouragers, cycles of underachievement and despair. The greatest challenge is figuring out how to meet each child wherever he or she is; believe in that child; inspire and support that child throughout his or her educational experience.
	Urban district with a large population of students that require an immense amount of support and resources to educate. Students with disabilities, students and families with socioeconomic struggles (food insecurities, lack of stable housing) single parent households, grandparents raising their grandchildren, mental health struggles.
	Taking over for Jake McCandless, he was a wonderful superintendent and man. He was very helpful to problems. Friendly, strong communication with staff, parents and students.
	A Covid-19 response and plan.
	Meeting the diverse learning needs of students.
	Students are struggling, teachers are struggling. There is not enough support. Moving forward, the superintendent needs to think about ways to improve the area of mental health and get more supports in place.

	The changing demographics. Practices that include teaching tolerance and acceptance to all learners.
	Getting teachers and children back to school asap! Children are loosing important social skills, they are loosing the gumption to get and go out of the house, they are in front of screens 5 hours per day plus their gaming and social media time.
	The new superintendent will need to be able to explain to me as a parent why my student is better off being in Pittsfield than any other system. I would likely to clearly know what my child will be afforded as well as the key experiences they will have to support their development.
	Safety versus learning.
	opening the schools and keeping them open. which will entail getting the teachers in the classrooms with their students AND KEEPING THEM THERE
	Currently, the main challenge is ensuring children are receiving adequate education while learning on-line as well as ensuring measures to address their mental & emotional wellness during this unprecedeted time.
	Unifying staff, meeting the educational needs of all students.
	I worry moving to the next grades some kids will be behind in certain things from the past 9+ months. The teachers have been absolutely amazing during these challenging times but in general kids might be behind in social, mental then school things like math, spelling, reading etc& follow them through the years now since it will be hard to catch up & at no one's fault.
	Budget constraints and the need to teach more technology at a younger age.
	Funding and equal treatment across the board when it comes to which schools get what.

	Morningside...has the interim superintendent walked those halls??...recently??
	Figure out a way to make up for what each of our children lost, because of covid 19.
	Covid- keeping the kids and teachers safe and following their heart with what they think is best and not feeling pressured to get the kids and teachers back to school quickly.
	The schools need to open. Us single working parents need support not to be reported for working and supporting our family
	Getting out kids back to school full time especially our elementary school kids. If you look at many other districts their elementary schools kids have continued to go to school either hybrid or full time. Pittsfield public schools have missed almost 8 months of learning in person compared to many other schools who missed two months.
	Classroom resources, smaller classrooms, more pay for teachers
	Being able to provide a individualized and productive curriculum to all PPS students during this remote learning process.
	crap from DESE, building maintenance and cleaning, delegating to let individual schools meet the needs of their students
	Diversity, equality, student materials (book, computers)
	Families that are underprivileged. Keeping our PPS education up to compete with surrounding school districts. We need to boost our reputation to entice school choice.
	Low achievement, poor middle school academic program, public perception, \$\$\$\$
	Results, accountability & rigor in the middle schools; challenges produced by increasing poverty among district families; academic deficits due to COVID; diversity among teachers
	Budgeting, Diversity, Policy Making, Communication Skills, No Child Left Behind, Special Education Encouragement and Getting Adequate Services, Educating of Individuals on a Case by Case Requirement
	Having a strong ability to control the many deficiencies while utilizing the strength of the

	existing staff and resources.
	Remote learning, especially with special education students
PPS Teachers (17 responses)	retaining good qualified teachers retaining students who are deciding whether to choice out maintaining rigor and academic expectations for students and parents
	Covid response, hybrid learning, remediation after Covid is under control. Building academic success for all students.
	The superintendent, as the face of the school department, will need to solicit support from the larger community and other city departments for us to get the support we need. At this point in time, our leader needs to be compassionate and strong in ways that will guide us through these unprecedented Covid-19 and politically charged times.
	Equity among the schools. Losing dedicated staff to other districts for various reasons. Losing students to neighboring districts.
	Balancing curriculum and teacher autonomy, increasing a culture of satisfaction
	The effects of the pandemic on students, both academic and social emotional, as well as on the staff. Another challenge is equity among special education students, as well as students from a diverse background, both culturally and income level. Another challenge is keeping students in the district after elementary school that may leave for a smaller, safer district in middle school. Keeping licensed teachers in the district is a challenge as well, especially in the special education positions or high demand positions that may offer more pay in surrounding districts.

	<p>- student and family engagement (those not feeling connected, those choosing out of district placements) - educator recruitment and retention (diversity, equity) - reimagining what education will be going forward, taking lessons from remote learning and lessons from in person learning and melding them to elevate student experience and growth - balancing it all in light of potential financial challenges in the next year or two</p>
	<p>The inequality toward our secondary school specifically STEM. The lack of educator input in the selection of curriculum & technology resources. The disenfranchisement of staff due to the loss of team leaders and department chairs and the institutions of principles of teaching and learning. The lack of secondary teaching experience in our Mercer Admin team. The lack of viewpoints amount leadership as most come from Elementary or history back grounds.</p>
	<p>Covid response, obviously, as well as teacher workload, students' well-being, and prioritizing what is most important at any given time.</p>
	<p>The aging infrastructure.</p>
	<p>Teacher and admin turnaround rates. Also, the Curriculum department and other admin at Mercer constantly seem to cater towards elementary schools and avoid high school, mathematics in particular.</p>
	<p>Diversity of staff and equity</p>
	<p>Our students are stressed out, and part of it is due to the pressure from standardized testing. Constant assessments deflate student confidence. School is not fun, and kids are learning to hate it (even little kids in elementary school). Drilling info into kids does not lead to a love of</p>

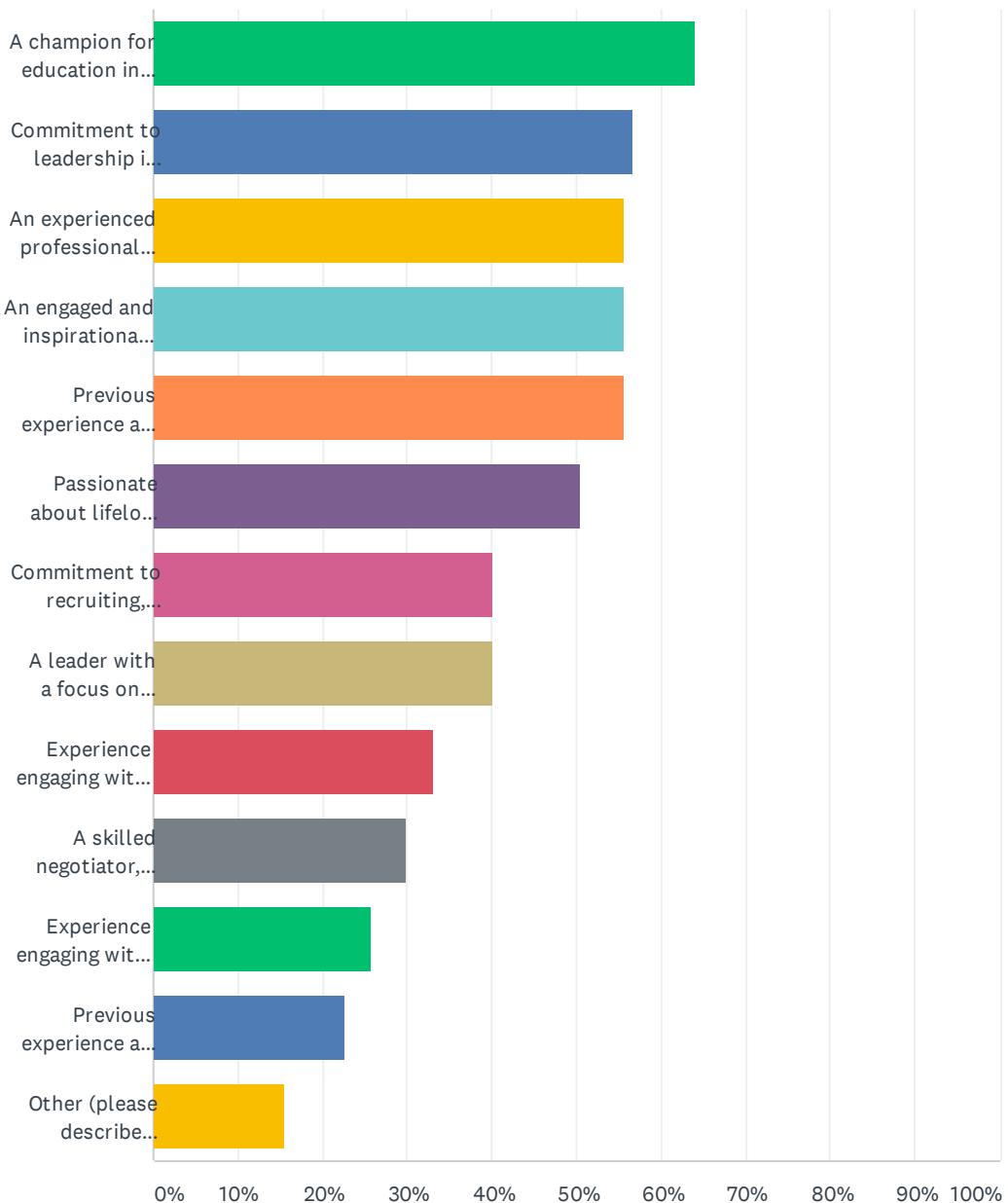
	learning. Trauma in students' lives leads to disruptive behavior, which slows the learning of all students. Teachers do not have flexibility in how they teach, nor when they teach what (their days are fully prescribed, down to the minute) so they are not able to switch course midstream to meet the needs or interests of the students. Teachers are stressed due to the constant surveillance of their performance, and that is an important factor to why we have a high turn-over rate.
	Understanding the community to deliver appropriate resources to enhance learning.
	We have a large population of economically challenged families, we need to be flexible with our transportation and educational support.
	16 Building and keeping a positive light on PPS so they can grow a strong community.
	The Pittsfield demographics and how they affect teaching and learning in the classrooms.
	Budget, poverty in families, racial injustice, Covid safety
	Main challenges would be teacher turnover due to low salary, too much benchmarking/testing, and behaviors. A new superintendent will need to be open to listening to TEACHERS who are IN THE TRENCHES everyday. Administrators do not do the same jobs as teachers. They may sympathize but they do not fully understand what teachers are going through.
PPS Administrators (2 responses)	Large behavioral and mental health issues in our school system.
	Special Education students achievement Disproportionality for certain populations Close a School
PPS Suport Staff (3 respones)	Pandemic safety
	The need to really engage our students and families and to make the education we offer

	<p>valuable, relevant and meaningful to our community is the number one priority. In addition I'd like to see a commitment to supporting and valuing new and veteran PPS staff that will help us to recruit widely and diversely - recruitment is a huge issue now and in the future, and we cannot recruit a diverse workforce if we do not value diversity of thought and experience. The superintendent will need strong interpersonal skills including a commitment to two way communication to address some of the divisions between district admin and staff, and to show staff that their voices and perspective will be valued and appreciated even - or especially-if they bring a different perspective to the table. This cultural shift in central admin has to be modeled at the top, and is needed for us to move together into a fast-changing future.</p>
	<p>Wisdom during covid-19, getting students to attend remote class and pass, violence in the schools, dealing with diversity and racism.</p>
Business Community (7 responses)	<p>Need for more systematic career readiness exposure for non-CVTE students</p>
	<p>Same.</p>
	<p>I believe the biggest challenge is getting goals accomplished on the budgets that Pittsfield currently has. To me (an outsider) there are many major items to attack that require lots of money to improve the system, but a list of items should be generated and prioritize the low lying fruits that do not cost much.</p>
	<p>hard to say, need to get through this pandemic first</p>
	<p>The city of Pittsfield is becoming more city like every day and a new superintendent will need to be able to address the things and situations that occur in this type of environment</p>

	Funding for schools serving the most vulnerable communities. Diversifying leadership within the school system. Building and maintaining relationships with stakeholders. Infrastructure investments for schools. Providing more than adequate resources for students and teachers. Investing in teachers to promote retention. Good and collaborative leadership practices and restructuring district leadership to reflect that.
	7 Finances, Virtual school, deteriorating buildings, discipline
Pittsfield Resident (6 responses)	Same as above Best utilization of limited resources Collaborative approach to leadership
	2 Getting students back in the classroom
	Diversity of population served and student base; level of poverty in community and the accompanying challenges including parent apathy, drug use, violence, housing insecurity, etc
	4 Short term, COVID-19 management. Long term to improve how we deliver education services to students and we must improve our image as an underperforming school district.
	Diversity, equity and inclusion resident engagement.
	What to do with PHS and knowing that even with the new THS it's not large enough to encompass all student into it.
PSP Graduate (1 response)	Teacher retention + burn out. A lot of good teachers leave for other jobs without thinking twice.

Q4 What characteristics or strengths are most important for the next Superintendent to bring to Pittsfield?

Answered: 97 Skipped: 0



PITTSFIELD PUBLIC SCHOOLS SUPERINTENDENT SEARCH SURVEY

ANSWER CHOICES	RESPONSES
A champion for education in the community, leading a collaborative spirit amongst teachers, administrators, parents and community stakeholders.	63.92% 62
Commitment to leadership in improving educational opportunity and commitment to educational equity for marginalized and underserved students and communities.	56.70% 55
An experienced professional with outstanding communication, interpersonal and management skills; able to navigate complexity with organizations, finances and budgets, including building relationships with municipal government leaders and employee unions.	55.67% 54
An engaged and inspirational leader with a vision for growth as well as excellence, and a commitment to educating the whole child.	55.67% 54
Previous experience as a public school educator.	55.67% 54
Passionate about lifelong learning, with teaching experience and possessing knowledge based on experience about special education laws and best practices, working with diverse student populations, and career technical education.	50.52% 49
Commitment to recruiting, developing and sustaining a culture of collaboration across the district and its programs in support of students.	40.21% 39
A leader with a focus on student achievement, a history of community and parent collaboration and an ability to motivate others.	40.21% 39
Experience engaging with policymakers, advocating for resources, legislation, and community engagement on behalf of the school district.	32.99% 32
A skilled negotiator, able to work with municipal officials and offices, especially related to budgeting for district operations.	29.90% 29
Experience engaging with policymakers, advocating for resources, legislation, and community engagement on behalf of the school district.	25.77% 25
Previous experience as a superintendent.	22.68% 22
Other (please describe briefly.)	15.46% 15
Total Respondents: 97	